

CHAPTER I

INTRODUCTION

1.1 Background of Study

Facing the challenges of the 21st century, character education is a component of education that has an important role in developing the quality of education. It requires deliberate effort to cultivate in student personal growth and the ability to fulfill social and community responsibilities as global citizens. Maya Bialik et. Al (2015) mention the aims of character education they are to build a foundation for lifelong learning, to support successful relationships at home, in the community, and in the workplace, and to develop the personal values and virtues for sustainable participation in a globalized world.

Indonesia has implemented the 2013 curriculum. Integrating character education values into teaching learning proses become one of the objectives of this curriculum. The Ministry of Education and Culture (Kemendikbud) in 2016 integrated character education in the existing curriculum through activities of strengthening character education

Lickona argues that character education as a concept of developing moral awareness arises from psychological, social learning and cognitive development frameworks for developing student character. (Lickona, 1996). On the other hand, Abourjilie (2012) defines character education as a national movement to create schools that foster an ethical, responsible and caring young generation by modelling and teaching good character through an emphasis on universal values. It can be concluded that, character education is a deliberate and proactive effort by schools and countries to instilling and developing moral awareness, social awareness, and cognitive development as a form of growing a generation of ethics and good character young generation.

Good character has become one of the main objectives in the Indonesian curriculum as stated in the Law on National Education System No. 20 of 2003. Everyone in the field of education must prepare how to build student character well. Based on the 2003 Indonesian National Education policy, the aim of education is to develop intelligence, creativity, independence, student independence, good character and responsibility. Because of that, the government felt the need to embed character through learning activities in the school.

Character building should be integrated in every subject, including English. English language teaching should not just give knowledge about language, but also character input. One of the important things here is the textbook used. A textbook is a source of materials used in the process of learning in which students do the activities contained in the book.

Based on the regulation of the Ministry of Education and Culture No. 1 Year 2012, the Centre for Curriculum and Book Matters has the task in implementing and restructuring of technical policy, curriculum development, teaching methodology, and textbooks for early childhood education, primary education secondary education, non-formal education and informal education. For this reason, the researchers want to analyzed the character value in the textbook to see if that textbook integrated the characters value.

English textbooks used in the elementary, junior, and senior or vocational high schools. Most schools in Indonesia use textbooks published by the Indonesian government that are integrated with the 2013 curriculum as a source of teaching and learning in schools. However, there are several schools that used additional textbooks both local and foreign publisher.

International English Textbook becomes one of the English textbooks that often used either as a main or an additional source in teaching and learning English in school. Most of the schools that used international English textbooks are schools that has a background as private schools but it is not impossible that international English textbooks are also used in public school. International English textbooks

published by know-well publisher are believed to have good quality and more complete teaching and learning materials.

The content of the textbook has been adapted to the material in accordance with the students' age. The integrated character should be adapted to maturity of the students' development as well. Textbooks for students of elementary school should form the basis of the character to prepare them grow toward adolescence. Textbooks for student of junior high school should embed values that will form their character in the age of the children transition into adolescence. Meanwhile, textbooks for students of senior or vocational high school should integrate character value that they should have during the transition from adolescence to adulthood.

Among the English textbook for the elementary, junior, high or vocational school. The research focuses on an international textbook for junior high school. The researcher wanted to study an International English textbook for the junior high school level because international English textbooks are published by foreign publisher which the book does not integrated with the 2013 curriculum and junior high school are at the transition into adolescence. In this transition period, the student is easier to embedded the good character value. So, the researcher wants to know what character appears in the international English textbooks.

Some previous study related to analyse character education firstly was conducted by Atik Rahayu (2017). She analyzed about character education found in English Textbook entitled "Character Education Analysis of English Textbook entitled When English Ring a Bell for the seventh grade of Junior High School". In her research, she concluded that 2013 curriculum English textbook entitled "When English Ring a Bell" for seventh grade of Junior High School contain 16 characters education values namely, religiosity, honesty, tolerance, discipline, hard work, independence, curiosity, nationalism, patriotism, achievement orientation, friendship/communication, love of peace, reading pleasure, environment awareness, social care, and responsibility. There are two characters education values that did not present in the sentence in 8 chapters of the textbook; they are creativity and democracy.

The lately research was conducted by Luthfy Nur Ubay (2019) he analyzed about character education found in English Textbook entitled “an Analysis of Character Education in English Textbook Entitled Bright an English for Junior High School Published by Erlangga”. He concluded that the character education that integrated in reading texts were religious, honest, tolerance, independence, work hard, curiosity, rewarding achievements, friendly, love of peace, environmental care, social care and responsibility. Meanwhile, character education that did not integrate and find in the reading texts of the English textbook were discipline, creative, democratic, nationalism, patriotism and reading pleasure. Furthermore, the technique integrating characters education found in the reading texts of the English textbook were explicitly technique with the percentage 9.09% and implicitly technique with the percentage 90.90%.

However, those studies only investigate character education in English textbooks published by Indonesian authors. Nevertheless, international English textbooks published by foreign authors also has an important role in character education in Indonesia. Therefore, in this study, researcher wants to analyse the character education in international English textbook for junior high school.

1.2 Identification of the problem

Based on National Education System No. 20 of 2003, good character has become one of the main objectives in the Indonesian curriculum. The 2013 curriculum is the current curriculum that the government applies as one of the ways to integrate education character for student in Indonesia. Therefore, character education is an interesting issue to be observed.

English textbook as one of medias that has an important role in teaching-learning process. Although English textbooks used by schools in Indonesia use English textbooks integrated with the 2013 Curriculum, there are some schools that used international textbooks as a media for teaching and learning proses.

In addition, there are no studies that have conducted character value analysis in international English textbooks for the first grade of Junior High School. In the other hand, character value needs to be integrated at this age, especially for grade VII students when they reach the transition to adolescence in which in this transition age, the student is easier to embedded the good character value. The integration of character values in textbooks is very important because many Indonesian schools still use textbooks as one of the learning media.

1.3 Limitation of the Study

Due to the limitation of time, the researcher chose only one International English textbook to be analyzed. The textbook entitled “*English in Mind Starter Second Edition (Student’s Book) Special Edition*” published by Cambridge. The International textbook used by the students of grade seven at Al-Azhar Islamic Junior High School. The reason for choosing this textbook is the content of this textbook interesting to be analyzed because the publisher of this book is foreign publisher which does not apply the curriculum set by the Indonesian government.

1.4 Formulating of the Problem

Based on the limitation of the study above, the research problems can be formulated as follow:

1. What are the character values represented in English learning materials of an International English textbook entitled “English in Mind Starter Second Edition (Student’s Book) special edition” Published by Cambridge?
2. Which is the dominant character value in English learning materials covered in the English in Mind textbook for the first grade of Junior High School?

1.5 Objectives of the Study

1. To reveal the representation of the character values in the English learning materials covered in the English in Mind textbook for the first grade of junior high school.
2. To identify the dominant character value in the English learning materials covered in the English in Mind textbook for the first grade of junior high school.

1.6 Significances of the Study

The results of the study are expected to give contributions to the teachers and to the students both theoretically and practically

1. Theoretically, this study expected to develop English language learning accordance with international English textbook
2. Practically,
 - a. For the English teachers

By knowing the character values that integrated in the textbook, English teachers can deliver those characters to the student appropriately. They can also be more selective to choose a textbook with attention to the integrated character value

- b. For students of seventh grade of Junior High Schools

By realizing the characters integrated in the textbook, they can apply good character in their daily life and become a better person

- c. For the other researcher who conducted the relevant study

It can be used as a source of information for other researcher who are interested in conducting advanced research or the relevant research